General Certificate of Education (Adv. Level) Examination, August, 2019
General English (13) - (Old Syllabus)

Marking Scheme

Distribution of marks

Paper I

Part A	**-**	**40**
Part B	**-**	**20**
Part C	**-**	**10**
Part D	**-**	**30**
Total	**-**	**100**

Paper II

Part A	**-**	**25**
Part B	**-**	**25**
Part C	**-**	**30**
Part D	**-**	**20**
Total	**-**	**100**

Final Marks - $\frac{\text{Paper I + Paper II}}{2}$

- 100

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Department of Examinations, Sri Lanka
General Certificate of Education (Adv. Level) Examination, 2019 August
General English (13) - (Old Syllabus)
Solutions

Paper I

PART A – **GRAMMAR (40 MARKS)**

I. Fill in each blank with a suitable preposition from the list given in the box. Use each preposition only **once**. There is one preposition extra. (05 marks)

of,	from,	by,	along,	for,	in

A doctor and a lawyer are talking at a party. Their conversation is constantly interrupted (1)……**by**…….people describing their illnesses and asking the doctor (2)…**for**…….free medical advice. After an hour of this, the desperate doctor asks the lawyer, "What do you do to stop this kind (3)……**of**…….. nonsense that happens out of the office?" "I do give advice to them," replies the lawyer, "and then I send them a bill." The doctor is shocked, but agrees to give it a try. On the following day, the doctor prepares the bills. When he goes to place them (4)…**in**……..his mailbox, he finds a bill (5)**.....from**..... the lawyer.

by,	**for,**	**of,**	**in,**	**from**

II. Fill in each blank with the correct form of the pronoun given in brackets. (05 marks)

All the soldiers were asked to sit down on the ground as the officer-in-charge arrived in. "If there are any idiots here, will (1)…**they**…….(they) please stand up" said the officer. After a long silence, one soldier rose to (2)…**his**…(he) feet.

Then the officer asked (3) …**him**……..(he) in a sarcastic voice, "Now, why do (4)…**you** …..(you) consider yourself an idiot?"

"Well, actually, I don't," said the soldier, "but I feel sorry to see you standing up there all by (5)…**yourself**…..(you)."

they,	**his,**	**him,**	**you,**	**yourself**

III. Fill in each blank with the correct form of the verb given in brackets. (10 marks)

Once, there was a renowned teacher who (1)…**worked/was working** ……(work) in a famous school. His teachings were known to be very effective and many of his students grew up (2)……**to become**…… (become) valuable citizens themselves.

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One day, one of his students (3)……**was caught** …….. (catch) stealing from his fellow-students and they reported this to the teacher. But he took no action against the boy.

This angered the other students who drew up a petition, (4)…**asking/ to ask** ……(ask) for the dismissal of the boy who stole from his fellow-students. They said that otherwise they (5) …**would leave**…… (leave) the school.

The teacher called a meeting of the students. After they (6)……**came/had come**……(come) to the main hall, he said to them, "You (7)……**are**…….(be) good boys who know what is right and what is wrong. If you leave, you (8)…**will have**……(have) no trouble in joining some other school and you (9)…**will succeed**……..(succeed) in your life. But what about your brother who does not even know the difference between right and wrong? Who will teach him if I don't? No, I cannot ask him to go even if it (10)……**means**……(mean) losing all of you."

The boy never stole again.

IV. Fill in each blank with a suitable determiner from the list given in the box. Use each word/phrase only once**.** There is one word/phrase extra. (05 marks)

a little,	one,	all,	such,	other,	another

A man has a heart attack and is admitted to hospital. The doctor in the ward tells him that he will not live unless he has a heart transplant immediately. At this time, (1)…**another**……..doctor runs into the room and says, "You're very lucky - two hearts just became available, so you should choose which one you want. (2)……**One**…….belongs to a prisoner and the (3)……**other**…..to a social worker."

The man quickly responds, "The prisoner's."

The doctor says, "Wait! Don't you want to know (4)……**a little**……more about them before you make a decision?"

The man says, "I already know enough. We (5) ……**all**……know that social workers have very soft hearts and probably the prisoner may have never used his. So I'll take the prisoner's!"

another,	**One,**	**other,**	**a little,**	**all**

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V. Construct questions to get the words in bold print as answers. Use the question words given in the box. There is one question word extra**.** (05 marks)

Why,	When,	How,	Whom,	Where,	Who

(1) Kumara is responsible for all this mess-up.

.....**Who is responsible for all this mess-up**.....?

(2) The students are planning to stay in Jaffna for two days during their annual trip.

.....**Where are the students planning to stay (for two days) during their annual trip**

.....?

(3) They will come back to Sri Lanka next year.

.....**When will they come back to Sri Lanka** .....?

(4) She didn't come to school because her mother was down with fever.

.....**Why didn't she come to school/ Why did she not come to school?**.....?

(5) The class teacher attended the prize-giving with her husband.

.....**With whom did the class teacher attend the prize-giving/ Whom did the class teacher attend the prize-giving with/ Who did the class teacher attend the prize giving with?**

- **Pronouns should not be accepted in the place of nouns.**

VI. Complete the following sentences by putting the words/phrases in brackets in the correct order to make meaningful sentences. (05 marks)

(1) Krishnan**…….does not seem interested in learning to swim.……**
(interested / to swim/ in learning/ seem/ does not)

(2) Thank you…**for inviting me to spend the holidays with you**……
(to/ with you/ me/ the holidays/ for inviting/ spend)

(3) The Chairman…**asked the Secretary to read the minutes of the previous meeting**
(to/Secretary/ asked/ meeting/ the/ minutes/ read/ the/ previous/ of the)

(4) The head prefect……**was invited to deliver the welcome speech on behalf of the school/ on behalf of the school, was invited to deliver the welcome speech…**
(welcome speech/ on behalf of/ invited/ the/ to deliver/ was/ the school)

(5) Education …**is the most powerful weapon which can be used to change the world**
(Accept: **Education which is the most powerful weapon can be used to change the world/ Education which can be used to change the world is the most powerful weapon…**)
(most powerful/ which/ is/ can be used/ the world/ to change/ weapon/ the)

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VII. Combine the following pairs of sentences using a suitable conjunction from those given in brackets**.** (05 marks)

1. It was raining heavily. We postponed the match. (if, as long as, as)
   …… **We postponed the match as it was raining heavily/ As it was raining heavily, we postponed the match**. . ……
2. She went to the bus-stop early. She could not catch the bus. (as soon as, although, as long as)
   …… **Although she went to the bus-stop early, she could not catch the bus/ She could not catch the bus although she went to the bus-stop early.** ……
3. He wins a lottery. He will buy a new car. (whereas, although, if)
   ……**If he wins a lottery, he will buy a new car/ He will buy a new car if he wins a lottery.** ……
4. You will fall ill. You follow your doctor's advice. (unless, in order to, as if)
   …… **You will fall ill unless you follow your doctor's advice. /Unless you follow your doctor's advice, you will fall ill.** ……
5. We finished our assignment. We rushed to the canteen for a cup of tea. (as soon as, as long as, unless)
   …… As soon as we finished our assignment, we rushed to the canteen for a cup of tea. / We rushed to the canteen for a cup of tea as soon as we finished our assignment ……

PART B - COMPREHENSION (20 marks)

I. Of the options given below each sentence in bold print, underline the one that best expresses its meaning. (05 marks)

(1) The person whom Mr. Silva is talking to is from Jaffna.
- i) Mr. Silva is a person from Jaffna.
- **ii) <u>Mr. Silva is talking to a person from Jaffna.</u>**
- iii) Mr. Silva who is from Jaffna is talking to a person.
- iv) Both Mr. Silva and the person he is talking to are from Jaffna.

(2) These two shirts are not too expensive for me to buy.

i) <u>I can buy these two shirts and I have the money to buy them</u>.
ii) I don't want to buy these two shirts as they are expensive.
iii) I do not have the money to buy these two shirts.
iv) I want to buy these two shirts but they are very expensive.

(3) Having gone to the post- office, he went to the police-station.
- i) He went to the post- office but did not go to the police-station.
- ii) He first went to the police-station and then went to the post- office.
- **iii) <u>He first went to the post-office and then went to the police-station.</u>**
- iv) He went to the police-station but did not go to the post-office.

(4) I had only just walked into the classroom when the principal called me.
- (1) I entered the classroom soon after the principal called me.
- (2) The principal had called me, before I entered the classroom.
- (3) I had entered the classroom long before the principal called me.
- **(4) <u>As soon as I entered the classroom, the principal called me.</u>**

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(5) If Mohan had invited Romesh, Romesh would have joined the trip.

1) Mohan invited Romesh and therefore Romesh joined the trip.
2) Mohan did not invite Romesh but Romesh joined the trip.
3) <u>Mohan did not invite Romesh so Romesh did not join the trip.</u>
4) Mohan invited Romesh but Romesh could not join the trip.

2,	**1,**	**3,**	**4,**	**3**

II. Read the following text and do the activities that follow. (05 marks)

Dumbara National College
Past Pupils' Association
NOTICE OF THE ANNUAL GENERAL MEETING

The 56th Annual General Meeting of the Past Pupils' Association will be held on 1st October 2019.

Time : 10.00 a.m.
Venue : Amaradewa Memorial Auditorium

Nominations are called for the following Posts:

- President, Secretary (Every applicant should have served a minimum of two years as an executive committee member.)

Nomination forms duly filled in should be sent by Registered Post to reach the Secretary before 2nd September 2019.
Resolution and Amendments to the Constitution can be submitted by any member. They should be addressed to the Secretary to reach before 1st September 2019.

Secretary
Past Pupils' Association
Dumbara National College
Kundasale

1. Write True or False beside each sentence in the space provided.

1. This Association was established more than fifty years ago. (…**True** ..)
2. This notice is designed to be first published in the month of September 2019. (…**False** …)
3. Amendments to the constitution can be proposed only by executive committee members. (…**False** …)
4. A person who has worked as an executive committee member for three years is eligible to apply for the post of Secretary. (…**True** ..)

2. Which of the following is not given in the text? Underline.
(1) Where the 56th General Meeting will be held.
(2) When the 56th General Meeting will be held.
(3) <u>Where the nomination forms are available.</u>
(4) To whom the nomination forms should be sent.

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III. Read the following anonymous poem and do the activities that follow. (05 marks)

Little children, never give
Pain to things that feel and live:
Let the gentle robin come
For the crumbs you save at home,—
As his meat you throw along
He'll repay you with a song;
Never hurt the timid hare
Peeping from her green grass lair,
Let **her** come and sport and play
On the lawn at close of day;
The little lark goes soaring high
To the bright windows of the sky,
Singing as if 'twere always spring,
And fluttering on an untired wing,—
Oh! let him sing his happy song,
Nor do these gentle creatures wrong.

(1) Underline the most appropriate response in each of the following questions.

(i) How does the robin show his gratefulness when he is given food?

a) **By singing a song**
b) By being gentle
c) By eating crumbs
d) By playing around people

(ii) Which of the following best expresses the main idea of the poem?

a) Animals and birds help the man in different ways.
b) Animals and birds need to satisfy their hunger.
c) **We must show kindness to animals and birds.**
d) Birds' songs bring joy and happiness to man.

(iii) Which of the following words in the poem most nearly means 'easily frightened'?

(a) happy (b) **timid**
(c) Gentle (d) brave

(2) Who or what does the pronoun in bold print, her, refer to?
…… **(timid) hare** …….

(3) Write one word in the space, selecting from the poem which has meaning closest to 'moving of wings lightly and quickly, up and down'?
……**fluttering**……

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IV. Read the following passage and do the activities that follow**.** (05 marks)

Scouting started in 1907 with Lord Robert Powell's experimental camp in Dorset. He took a group of boys from different walks of life and brought them together to live and work as a team. Fortunately, the experiment was a success and Scouting was born.

The aims of Scouting are to provide an opportunity for young people to learn, develop and enjoy themselves. Scouting is open to anyone irrespective of their political or religious beliefs and mental or physical capabilities. All Scout sections offer a modern, progressive and up-to-date training scheme with the use of badge work to track an individual's progress. There are several types of badges; 'Chief Scout Award', 'Challenge', 'Activity' and 'Staged Activity' badges.

Scouting is not just training, awards and badges. Outdoor activities are very important elements of Scouting, not only because they are enjoyed so much, but also because **they** are very important in the development of young people.

(1) Write True or False in the space given beside each sentence.
   (a) The first training camp of Powell included only the boys. …… **True** ……
   (b) Most of the scout training sessions are traditional and outdated. … **False** ….

(2) Which of the following is not given in the text? Underline.
   (a) Year in which Scouting originated.
   (b) Main goals of Scouting
   (c) Titles of badges
   (d) Examples of outdoor activities

(3) Who or what does the pronoun in bold print they (paragraph 3) refer to?
   Outdoor activities …

(4) Write one word**,** selecting from the text which has meaning closest to "the abilities or qualities necessary to do something"
   ……. **capabilities** ……..

PART C **- SUMMARISING (10 marks)**

Write a summary of each of the following two texts. Do not use more than fifty (50) words for each summary. If you exceed the word limit, marks will be deducted. Write only one word in each cage. (05 + 05 = 10 marks)

For both summaries;

- **If the word limit of a summary exceeds more than two words, give zero (0).**
- **Given below are only points to be included in each summary. Check whether the candidates have written the summary accurately including the given points.**
- **Contracted words and hyphenated words are counted as single words.**

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(1) Robots bring more advantages than disadvantages to workplace. Safety is the most obvious advantage of utilizing robotics. Heavy machinery and sharp objects can easily injure a human being at the workplace. Employees who are involved in dangerous jobs will be thankful that robots can remove some of the risks human employees are supposed to undertake. Further, robots can work all the time, and this will speed up the work and increase efficiency. In addition, robots will always deliver quality. Since they are programmed for precise, repetitive motion, they are less likely to make mistakes. Moreover, robots will contribute to improve productivity. When robots are engaged in dangerous work, human employees will be available to talk to customers, answer emails and social media comments, help with branding and marketing, and sell products. In this way, the productivity of the organization will increase.

Points for Content of the Summary

- **Robots - advantageous in workplace.**
- **Safety**
- **Increased efficiency**
- **Increased quality**
- **high productivity**

Allocation of marks:
Content (Has included important details.)**: 02 marks**
Language Use: 03 marks

(2). Exercises and physical activities fall into several basic categories. Each type is different. First, endurance activities increase one's breathing and heart rate. Building one's endurance makes it easier to carry out many of the everyday activities. These exercises include jogging, digging and dancing. Second, strength exercises make one's muscles stronger. They may help a person stay independent and carry out everyday activities, such as climbing stairs and carrying groceries. Lifting weights can be considered an example of these exercises. Another form of exercise known as balance exercise helps prevent falls, a common problem in older adults. Many lower-body strength exercises such as standing on one foot will improve one's balance. The other type, flexibility exercise, helps stretch one's muscles. Being flexible gives a person more freedom of movement for other exercises as well as for everyday activities, including driving and getting dressed. Flexibility exercises include shoulder and upper arm stretch and Yoga exercises.

Points for Content of the Summary

- **Several categories of exercises and physical activities**
- **endurance activities**
- **strength exercises**
- **balance exercise**
- **flexibility exercise**

Allocation of marks:
Content (Has included important details.)**: 02 marks**
Language Use: 03 marks

PART D – WRITING (30 marks)

I. Imagine that you have passed the G.C.E. A/L examination this year but a friend of yours has failed. Write a letter to this friend, encouraging him/her to do the examination next year. Tell him/her how you worked hard, what extra books you read and whether you attended other classes and give him/her suitable advice on how to study well. Use about 125-150 words. Do not exceed this word limit**.** (15 marks)

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	Description	Marks
Content	*See the Band Description given below*.	**5**
Language Use	*See the Band Description given below*.	**10**

Band Description for Content

Level	Description	Marks
Very Good	Has used specific length. Content very appropriate & very interesting. Has used appropriate beginning and ending. Selects & organizes facts very effectively to suit informal communication.	**5**
Good	Has used specific length. Content appropriate & interesting. Has used appropriate beginning and ending. Selects & organizes facts to suit informal communication.	**4**
Moderate	Content fairly appropriate & interesting. Selects & organizes facts in a fairly appropriate manner.	**3**
Satisfactory	Content not sufficiently elaborated. Frequent gaps in presenting facts.	**2**
Limited	Content extremely limited. Facts not arranged properly to convey the intended meaning.	**1**

Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**10**
Good	Only few grammatical errors. Choice of words effective for an informal letter.	**8-9**
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for an informal letter.	**5-7**
Satisfactory	Frequent errors of grammar and word choice.	**3-4**
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	**1-2**

Do NOT give more than two marks if the answer is NOT written in the form of an informal letter. (e.g.: If the candidate writes an essay/article about how he studied for the exam, the maximum mark is 2.)

II. Your school, Vidyaloka Maha Vidyalaya, Kandy, is organizing a seminar on "Environmental Conservation". You are the secretary of the organizing committee. You have been asked to invite Prof. S. Kulasekara of the Department of Environmental Studies o the University of Colombo to deliver a speech in this programme. Write a suitable **letter,** inviting him. (15 marks)

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	Description	Marks Range
Format	Has used format of a formal letter, including sender's address (*if the sender's name is included, do not deduct marks*), receiver's address, date, appropriate salutation, thanking and close. (*Do not give the mark for this part if even one of the above is missing*.)	**0-1**
Content	*See the Band Description given below*.	**0-4**
Organization	Has used appropriate beginning and ending. Has arranged facts in a logical sequence. Has used appropriate linking devices, if/when required. Has paid attention to paragraphing.	**0-2**
Language Use	*See the Band Description given below*.	**0-8**

Band Description for Content

Level	Description	Marks
Very Good/Good	Has used specific length. Content appropriate and relevant to the given situation. Has elaborated sufficiently. Selects & organizes facts in a logical manner.	**4**
Moderate	Content fairly appropriate and relevant. Selects & organizes facts in a fairly logical manner.	**3**
Satisfactory	Content not sufficiently elaborated. Frequent gaps in presenting facts.	**2**
Limited	Content extremely limited. Presentation of facts very weak.	**1**

Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**8**
Good	Only few grammatical errors. Choice of words effective for a formal letter.	**7**
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for a formal letter.	**5-6**
Satisfactory	Frequent errors of grammar and word choice.	**3-4**
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	**1-2**

- **Deduct two marks from the overall mark if the candidate has used SMS language in the formal letter.**
- **If the body of the letter is missing, do not give any mark for the format alone.**
- **If a candidate has produced an 'invitation card' instead of a letter, the maximum mark he will receive is four (4) for the whole answer.**

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Paper II

PART A – VOCABULARY (25 marks)

I. Underline the correct word ending selecting from those given in brackets. (05 marks)

A person, who had just completed his (1) second…….(ment/ **ary**/ arily) education, entered his (2) prospect…..(us/ **ive/** or) employer's office room for an interview. The employer said, "One thing our company is very concerned about is (3) clean….. (er/ ly/ **liness**). I hope you wiped your shoes on the doormat while coming in? "Yes, sir", the person replied (4) prompt…… (**ly**/ er/ ness). The employer then said, "One more thing we are very (5) particu….(larly/ **lar/** larize) about is honesty. There is no doormat outside."

ary,	**ive,**	**liness,**	**ly,**	**lar**

II. Among those meanings given at the end of the following text, underline the meaning which is most appropriate to the context in which the word/phrase in bold print appears in the text. (10 marks)

A rich merchant had many servants in his house. One day, his wife's **much-loved** necklace disappeared from her cupboard. Gradually, **precious** things in the house started disappearing one by one. The merchant, troubled by the thief in his house, suspected one of his servants to be the thief. But it was very difficult to identify the thief among all the other servants in his **huge** house. So, he contacted a **wise** man and told about the recent incidents.

After listening to the merchant, the wise man summoned all the merchant's servants and started **interrogating** them one by one. He received nothing but absolute denial from every servant.

An idea struck the wise man and he **handed over** a stick to every servant, all of them of the same length. He told them that the stick was magical and the stick of the thief would **grow** by two inches the next day. The servants were **ordered** to present the stick to the wise man the next day.

The next day, as ordered, the servants **assembled** at the merchant's house with their sticks. As the wise man examined each stick, he noticed that one of the servants was holding a stick that was two inches shorter.

"This is the thief" said the wise man. Giving reasons for his **judgement** the wise man said, "Honest men never feared about the growth of their stick. The thief had already cut his stick shorter by two inches fearing that his stick will be longer by two inches next morning."

1.	**much-loved**	hand-made	inherited	**favourite**	silver
2.	**precious**	**valuable**	popular	worthless	traditional
3.	**huge**	small	beautiful	expensive	**large**
4.	**wise**	strong	**intelligent**	old	quiet
5.	**interrogating**	beating	blaming	**questioning**	checking
6.	**handed over**	returned	produced	brought	**gave**
7.	**grow**	become shorter	become flexible	**become longer**	become unruly
8.	**ordered**	agreed	**instructed**	promised	believed
9.	**assembled**	collected	held	visited	**gathered**
10.	**judgement**	ambition	instructions	**decision**	inquiry

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III. Select any five words from the list given below and use each of them in a meaningful sentence. You may use the verbs in any tense. You may use the plural form of the nouns. But do not change the form of the other words. (05 marks)

commence, unnecessary, logically, realize, cheapest, stranger, neglect, separately, guidance, investment,

- **Give one mark for each correct sentence (maximum 05 marks).**
- **Do not give any mark if the sentence is not grammatically correct.**
- **Do not give any mark if the sentence does not bring out the meaning of the given word effectively. (E.g. It's the cheapest.)**
- **Deduct one mark from the overall mark if there are more than Five spelling errors altogether.**
- **If the same word is misspelt several times, consider them as ONE spelling error.**

IV. Underline the most appropriate word from those given in brackets. (05 marks)

1) These seats are …… for special guests by the organizers.
   (observed, **reserved**, reputed, developed)
2) She has been ……to follow a course in medicine.
   (attempted, got, obtained, **selected**)
3) The ……time of the flight will be 9.00 a.m.
   (**departure**, concluding, running, going)
4) At the meeting, he …… his views on the issue of transport facilities.
   (advised, participated, **expressed**, instructed)
5) Please ……my condolences to your sister and your parents.
   (show, display, transfer, **convey**)

reserved, selected, departure, expressed, convey

Part B- DIALOGUES (25 marks)

I. How do you respond in each of the following situations? Write only one sentence or question for each, beginning with the word/s given. (05 marks)

Candidates may write different sentences/questions. Accept if each one forms a grammatically correct utterance and is appropriate in the given context. Do NOT deduct marks for spelling or punctuation errors.

(1) Your class is planning a trip. Suggest an interesting place to visit.
"Shall ……**we go to Kandy/ visit Kandy**……?"

(2) Your friend borrowed your English book and he has not returned it so far. How do you remind him?
"Could ……**you return my English book** ……?"

(3) You seek permission to enter the classroom while your teacher is teaching.
"Excuse me madam. ……**May I come in** ……..?"

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(4) One of your friends invites you to visit his/her place this evening. Refuse it with a reason.
"I'm ……**sorry, I can't (I'm not able to/ I'm unable to/I wouldn't be able to/I won't be able to) come because I have a lot of homework today/sorry, I have a lot of homework today** "……

(5). You have come to a bookshop to buy a dictionary. How do you ask the price?
"I…….. **want to know (would like to know)the price of this dictionary/how much this dictionary is"**

II. You have come to "English for All" Institute in Dehiwala to inquire about an English Course. Fill in the missing parts of the dialogue between you and the receptionist of the Institute. Do not use more than two sentences/questions in each blank. (05 marks)

The following is only a model answer. Candidates may write different utterances/questions. Consider each utterance as correct if it is grammatical and appropriate. Do NOT deduct marks for spelling or punctuation errors.

You: Excuse me. I'm interested in the English course, you have advertised in the weekend newspaper.
Receptionist: Well, it's mainly for those who have completed their A/Ls.
You : (1) ……**I (have) just completed my A/Ls** ……
Receptionist: Right, then you can join it.
You : (2) ……**What is the duration of the course** ……?
Receptionist: It's a three- month course.
You: (3) ……**When are the lectures (held)/When should (I) we come for lectures/When do you have lectures** ……?
Receptionist: The lectures are usually held on Sundays.
You: (4) ……**How much is the course fee/(total) payment**……?
Receptionist: It's Rs. 15000/= .
You: (5) …… **Is there an application form/ How can I apply**……?
Receptionist: Well, there's an application form. You have to fill in it and pay the course fee to register.

III. You have come to know that there is a very good film. You would like to see it but not alone. You talk to a friend of yours on the phone and invite him/her to see it. Use the given guidelines and complete the missing parts of the dialogue between the two of you. (05 marks)

The following is only a model answer. Candidates may write different utterances/questions. Consider each utterance as correct if it is grammatical and appropriate. Do NOT deduct marks for spelling or punctuation errors.

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Your friend: Hello! How are you?
You: Fine. By the way, there's a good film at Royal cinema. Shall we go to see it?
Your friend: 1.) ……**What's the (name of) film** ……..?
(*Asks the name of the film*)
You: 2.) ……"**Village in the City". Shall we watch/see/go and watch it this Saturday**? ……
(*Respond appropriately and invite him/her to see it this Saturday*)
Your friend: 3). ……**(I'm sorry) I have an exam this Saturday (I'm busy on Saturday)** ……
(*Refuses; Reason –Busy on Saturday*)
You: 4.) ……**Shall we go on Monday/ the 20th then, It's a public holiday** ……
(*Suggest another day*)
Your friend: 5,)……**That's fine. (My exam is over then)/Lovely/ Great /OK/ Sure**
(*Agrees*)
You: Well, I'll tell my mother.
Your friend: It'll make a nice day out. Bye.
You: Bye.

IV. Imagine that you went on a family trip. Now you have come home. You are speaking to a friend of yours over the phone. Your friend asks about the trip. Write out the telephone conversation that takes place between your friend and you. Each one should speak at least five times. (10 marks)

- **Do NOT deduct marks for spelling or punctuation errors unless they distort the intended meaning.**
- **Candidates may use sentence fragments but they should be grammatical.**

	Description	Marks
Format	Has used dialogue form with a minimum of five exchanges.	**1**
Content	Content appropriate to the given situation. Content very interestingly arranged. Conversation natural, coherent and spontaneous.	**3**
Language Use	***See the Band Description given below*.**	**6**

Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**6**
Good	Only few grammatical errors. Choice of words effective for a conversation.	**5**
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for a conversation.	**3-4**
Satisfactory	Frequent errors of grammar and word choice.	**2**
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	**1**

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PART C- COMPREHENSION (30 marks)

I. Read the following text and do the activities that follow**.** (10 marks)

(1) Prof. Senaka Bibile was born in 1920. He received his early education at Trinity College, Kandy. Unfortunately, his father died untimely. Because of **this calamity**, he had to face financial difficulties to continue his studies. Yet, he was a courageous student. Trinity College records Senaka's various academic achievements.

(2) Later, he entered the Medical Faculty, University of Colombo to qualify as a doctor. After his studies, he was appointed as a lecturer in pharmacology in the same faculty. Winning a scholarship, this talented lecturer proceeded to the University of Edinburgh, UK and obtained a Ph.D. in pharmacology.

(3) Immediately after completing his Ph.D., he returned to motherland in 1951 and after three years, he became the head of the Department of Pharmacology in the same faculty where he served previously. Prof. Bibile was chosen as the Founder Dean of the faculty of medicine when the new faculty of medicine was established at the Peradeniya University.

(4) Later, the government entrusted Dr. S. A. Wickramasinghe and Prof. Bibile with the task of formulating a state pharmaceutical policy. The state drugs report, prepared by the medical duo, was presented to the government, which resulted in the establishment of the State Pharmaceutical Corporation (SPC) in 1971. The obvious choice for new corporation's chairmanship was Prof. Bibile. During the first year of its existence, the corporation was able to save Rs. 60 million by way of foreign exchange to our country. This was because the corporation was able to reduce the number of drugs imported.

(5) He was then invited as a consultant to advise thirteen Third World Countries on the reorganization of pharmaceutical management. In 1977, he arrived in Geneva, accompanied by his wife and accepted the assignment as a consultant.

(6) In 1993, about fifteen years after his death, Dr. Hart, the pioneer of the Australian Pharmaceutical Policy Board, remarked when **he** arrived in Sri Lanka:

"Sri Lanka is the summit of a mountain and Senaka Bibile is a glittering lamp on the top. By the glow of that light we, the other countries, formulated the policies on drugs."

(1) Based on the information in the text, write True or False in the space provided beside each sentence.
   (a) Senaka Bibile never experienced any hardships as a student. (…**False**…..)
   (b) Senaka Bibile was the first Dean of the Medical Faculty, University of Colombo. (…**False**….)
   (c) Prof. Bibile was the first chairman of the State Pharmaceutical Corporation. (…**True** ..)
   (d) Prof. Bibile was never married. (……**False**..)
   (e) During Prof. Bibile's chairmanship, the SPC increased the number of drugs purchased from other countries. (…**False** …..)

(2) Underline the most appropriate response.
   (a) The phrase '**this calamity'** in the first paragraph refers to Senaka Bibile's
      (i) education **(ii) father's death**
      (iii) academic achievements (iv) courage

   (b) Which of the following is the main intention of the remark of Dr. Hart?
      i) To explain the drugs formulation policies.
      ii) To give details of Prof. Bibile's visit to Australia.
      iii) To appreciate the work of Prof. Bibile.
      iv) To introduce the goals of Australian Pharmaceutical Policy Board.

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(3) Who or what does the pronoun '**he**' in the 6th paragraph refer to?

…… **(Dr.) Hart / the pioneer of the Australian Pharmaceutical Policy Board**……..

(4) Write one word for each blank, selecting from the passage, which means the same as each of the given phrases.

(a) having a natural ability to do something well … **talented** …..

(b) two people who perform together … **duo** …….

II Read the following text and do the activities that follow. The first sentence in the second paragraph (paragraph 2) has been left out. (20 marks)

(1) Deforestation started centuries back when man took to agriculture after the Age of Hunting. Forests were cleared to make way for agricultural land. However, it did not pose much threat to the environment. With time, the need for deforestation has increased owing to various reasons. The rapid increase in population is one of the main reasons. In order to accommodate the growing population and satisfy their needs, the forests are being cleared and turned into agricultural land and residential colonies. The advancement in technology is another reason for deforestation. More and more industries are being set up and new products are being made. Deforestation is done to make place for these industries and also to derive various plant based products. The wildlife is the worst affected due to deforestation.

(2) …… . Clearing the forests means destroying the habitat of them. It is a pity that in an attempt to build **his** own home, man is destroying the habitat of the innocent animals. Many animals feed on particular insects and plant and loss of these species **they** survive on has led to their starvation**.** Also most of the animals and birds require a particular climate and place to live comfortably. They are unable to adapt to the changes in the environment and incur various illnesses if put in a different place. Due to loss of habitat, many wild animals have been unable to survive. Many species of animals have gone extinct; in fact, the biodiversity has been affected badly due to deforestation.

(3) When forests are cleared to build residential or industrial areas, many wild animals move to other greener areas to live while some species of animals roam around in the neighboring places and are often seen entering the residential areas. Thus, this has increased the conflicts between humans and wildlife which is neither good for the wildlife nor humans. Each of **them** remains in constant fear of being attacked by the other.

(1) Based on the information in the text, write True or False in the space provided beside each sentence.

a) Deforestation began during the Age of Hunting. (…**False** ..)

b) Animals have the capacity to easily adjust to any new environmental condition. (…**False** ..)

c) The text indicates a direct relationship between deforestation and the loss of habitat of the wild animals. (…**True** ..)

(2) Underline the most appropriate response.

a) Which of the following is not mentioned as a reason for deforestation?

(i) Growth of population **(ii) Wildfire**

(iii) Technological development (iv) Setting up of various industries

b) Which of the following is most appropriate as **the first sentence** of the paragraph 2?

i) **Forests are home for a variety of animals and birds.**

ii) Forests play a significant role in maintaining the Earth's climate.

iii) Deforestation is a global problem that affects human beings.

iv) Industries are a result of advancement in technology.

c) Which of the following is directly given as an effect of deforestation?

i) Impact on water cycle

ii) Global warming

iii) **Extinction of wild animals**

iv) Increased risk of floods

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d) Which of the following is the most appropriate title to the paragraph **(3)**?
   i) Man and domestic animals
   ii) Building up of industrial areas
   iii) Fear of being attacked by wild animals
   iv) <u>Conflict between humans and wildlife.</u>

(3) Fill in the blanks in the following passage, based on the information in the text. Do **not** use more than **one** word in each blank.

Deforestation is the clearing of (1) …**forests/jungles/woods**… to satisfy various human needs. These needs include the expansion of the agricultural land, the increase of the number of residential colonies, setting up of new industries and deriving various products from (2) …**plants/trees**…….. . Many species of wildlife have been impacted due to deforestation. Some of them have lost their (3)…**habitat(s)**….. that they occupied, others have contracted (4) ……**diseases/illnesses/sicknesses**…. and yet others have become extinct. They are suffering at the hands of humans. Another serious effect of deforestation is the increasing number of conflicts between the (v) … **human/humans (**Accept**: man/men)**…… and the wildlife.

(4) Who or what do the pronouns in bold print in the text refer to?
   (a) **his** (paragraph- 2) …**man's**…(possessive form necessary)
   (b) **they** (paragraph-3) …. **animals**…(plural form necessary)
   (c) **them** (paragraph- 3) …**wildlife (animals)** and **human(s)/man(men)** (Both referents needed.)

(5) Write one word for each of the given blanks, selecting from the passage, which means the same as the following.
   a) possibility of trouble or danger ……**threat**……..
   b) change to be suitable for a new situation ……**adapt**…….
   c) continue to live or exist ……**survive**…….
   d) suffering caused by having no food ……**starvation**…….
   e) go here and there without any definite aim ……**roam**…….

PART D - WRITING (20 marks)

I. Write a paragraph **beginning** with the given sentence. Use about **75 – 100** words. Do **not** exceed the word limit. Do **not** write more than **one** paragraph. **(05 marks)**

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Content	Has used specific length. Content is based on the given key sentence. Content interesting and relevant. Ideas logically presented.	**2**
Language Use	Has used grammatically correct sentences and appropriate vocabulary. No spelling errors.	**3**

- **If the candidate has written more than one paragraph, assess only the first one.**

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II. Some people prefer to live in a small village in a rural area. Others prefer to live in a big city. Which place would you prefer to live in? Why? Write an essay, giving reasons for your choice. Use about 200 words. Do not exceed this word limit. (15 marks)

Component	Description	Marks
Content	*See the Band Description given below.*	**5**
Language Use	*See the Band Description given below.*	**7**
Organization	*See the Band Description given below.*	**3**

Band Description for Content

Level	Description	Marks
Very Good	Has used specific length. Content very appropriate & very interesting.	**5**
Good	Has used specific length. Content appropriate & interesting.	**4**
Moderate	Content fairly appropriate & interesting.	**3**
Satisfactory	Content not sufficiently elaborated. Information given inadequate to build up an argument.	**2**
Limited	Content extremely limited.	**1**

Band Description for Language Use

Level	Description	Marks
Very Good	Excellent use of language. Free of grammatical errors. Excellent word choice.	**7**
Good	Only few grammatical errors. Choice of words effective for argumentative writing.	**6**
Moderate	Occasional errors of grammar. Choice of words fairly appropriate for argumentative writing.	**4-5**
Satisfactory	Frequent errors of grammar and word choice.	**2-3**
Limited	Only very few grammatically correct sentences. Mostly sentence fragments. Vocabulary very limited.	**1**

Band Description for Organization

Level	Description	Marks
Good	Organization good. Has selected, organized and presented relevant information in a logical manner. Ideas are connected effectively. Good coherence. Paragraphs are meaningfully divided.	**3**
Moderate	Moderate degree of organization. Has selected, organized and presented relevant information in a fairly logical manner. Ideas are fairly connected. Has paid attention to paragraph division.	**2**
Satisfactory	Lacks logical flow of ideas. Paragraph division not very meaningful.	**1**
Extremely Limited	Extremely poor organization. Sentences fragmentary and disjointed. Not intelligible.	**0**

- **Deduct two marks from the overall mark if the candidate has used SMS language.**

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Appendix- Detailed Information about Band Description

Content

This component is assessed in five competency levels: "Very Good", "Good", "Moderate", "Satisfactory" & "Limited". The relevant competency levels are described below in common:

Level	Description
Very Good User	Able to select very important facts and present them in a very logical manner. Effectively addresses the topic/task. Uses appropriate explanations/exemplifications where relevant.
Good User	Able to address the topic/task well, though some points may not be fully elaborated. Uses sufficient explanations/exemplifications where relevant.
Moderate User	Able to address the topic/task using somewhat developed explanations/ exemplifications.
Satisfactory User	Limited development in response to the topic/task. Inappropriate or insufficient exemplifications/explanations to support or illustrate generalizations in response to the task.
Limited User	Serious disorganization/underdevelopment. Little or no detail, or irrelevant specifics, or questionable responsiveness to the task.

Language Use

This component too is assessed in five competency levels: "Very Good", "Good", "Moderate", "Satisfactory" & "Limited". The relevant competency levels are described below in common:

Level	Description
Very Good User	Able to construct both simple & complex sentences free of grammatical errors. Able to select most appropriate grammatical structures for the intended purpose. Able to use spelling & mechanics of writing without errors. Able to select and use exact words most appropriate for the intended purpose.
Good User	Able to construct both simple and complex sentences appropriately. Able to use spelling & mechanics of writing appropriately. Nevertheless, few errors in these areas can be found. Able to select appropriate words to suit the intended purpose.
Moderate User	Able to construct grammatically correct sentences most of the time. However, occasional errors can be found in grammar, spelling, punctuation, capitalization etc. Able to use fair amount of vocabulary to convey the intended meaning.
Satisfactory User	Able to construct simple sentences. However, frequent errors can be found in grammar, spelling, punctuation, capitalization etc. Able to use only a limited range of 'general' vocabulary.
Limited User	Able to construct only a very few grammatically correct sentences. The piece of writing mostly contains fragmentary sentences. Serious errors of spelling, punctuation, capitalization etc. Able to use only very limited 'day-today' vocabulary items.

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General Instructions for Writing Questions (Subjective-type Test Items)

- The examiner should use his or her discretion when allocating marks for each category.
- Make sure that the candidate deserves the overall mark you give him/her.
- If the content is totally irrelevant/question copied, give zero (0) for the whole answer.
- If all sentences are fragmentary/grammatically incorrect but the content is sufficient, relevant and good, give zero (0) for language use and not more than two marks for content.
- If only one/two sentences are grammatically correct but the content is sufficient, relevant and good, give one (01) or two (02) marks for language use and not more than two (02) marks for content.

General Instructions for Objective-type Test Items (MCQs & Binary Choice)

- One mark will be given for each correct response.
- For All MCQs: If the candidate has circled, underlined, marked or written the correct response, accept it.
- For All Binary Choice Items: If the candidate has appropriately written T/F, True or False or Yes/ No, or Right/Wrong or put a tick or a cross, accept it.
- Unless otherwise specified, spelling/punctuation/grammatical errors should not be penalized in objective-type questions.

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